

Gwenfro Community Primary School



Behaviour & Anti Bullying Policy

Agreed by the Governing Body:

Review date:

Signed:

Chair of Governors:

Gwenfro Community Primary School

Behaviour Policy

Prepare, Respect, Believe

At Gwenfro Community Primary School we believe every child has a right to learn, teachers have the right to teach and this will only happen if there is an ethos of good behaviour.

Introduction

Children are expected to show a caring attitude towards other people and a respect for their surroundings. We believe that good behaviour is based on **mutual respect** between children and adults. Therefore, all staff, parent helpers, students etc. must adopt this philosophy. Relationships between everyone and at every level are at the core values of the school. Our expectation is that people treat others the way they would like to be treated themselves.

We have high expectations of children's behaviour. We believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions.

It is important that our Behaviour Code is clear and well known by all children and parents/carers and is **consistently** applied by all staff.

Our school motto is Prepare, Respect, Believe. Our expectations come from these three words. Each class teacher is expected to regularly remind the children of the high expectations regarding behaviour within school and highlighted when it is being achieved in class. Within this ethos, we hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

Our high expectations of behaviour apply at all times, with all people and in all places during the school day.

As a member of Gwenfro CP School you have a:

RESPONSIBILITY

- To work to the best of your ability

- To let others get on with their work
- To respect and care for others
- To listen to the views of others
- To be honest and truthful at all times
- To accept the consequences of your own behaviour
- To show respect for the school environment
- To tell a member of staff if you see or hear about someone being treated unkindly
- To tell a member of staff if you see anything that could jeopardise the safety of others

As a member of *Gwenfro CP School* you have a

RIGHT

- To be proud of your achievements
- To get on with your work
- To be treated fairly and with consideration
- To express your views and know you will be listened to
- To feel happy, safe and confident
- To have clean and tidy surroundings
- To tell a member of staff if someone or something is causing you problems

We will not tolerate:

- Bullying (including racism and homophobia) whether verbal, cyber, physical or emotional

- Fighting or deliberately hurting others
- Swearing or bad language
- Misbehaviour, rudeness and a refusal to co-operate

Partnership with Parents/carers

A strong partnership between home and school is of real benefit to children. We aim to share good news and achievements as well as any concerns or details of any incidents. This may be through a meeting, a telephone call or a letter. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to look at every day as required so we can work together to modify any issues relating to behaviour.

We want our children:

- To be happy and confident in school
- To choose good behaviour all of the time
- To be assertive rather than aggressive

We want to build on the strong partnership between home and school:

- By letting you know how much good work and good behaviour we see day by day
- By letting you know if your child makes the wrong choice or misbehaves repeatedly or chooses to do something that is a serious breach of our behaviour expectations

Keeping the school informed

We want to know at an early stage of any concerns you or your child may have. We want to put things right as soon as possible and request that you contact your child's class teacher in the first instance with any concerns you may have. We undertake to investigate the issue as soon as we can and report back to you.

Rewarding Good Work and Behaviour

We want to reward those children who demonstrate positive attitudes to learning always choosing to work hard and behave well.

Rewards include:

- Stickers for positive attitudes to learning
- Head Teacher/Deputy Head Teacher visit
- Celebratory messages sent home
- Seesaw messages
- Sharing achievements and work with others
- Class rewards
- Seren yr Wythnos- Star of the Week

Dealing with Issues

Emphasis is on choice. If a child chooses to misbehave, consequences will follow. These will include:

- Three friendly reminders
- Yellow card
- Three further friendly reminders
- Red card
- If a child receives a red card then the class teacher will phone their parent/carer to inform them of their child's behaviour.
- If the child continues to receive more red cards in a week the behaviour coordinator will be informed and will speak to parents/carers to try to develop a strategy to help their child make the right choices.

If the child is regularly receiving red cards then a meeting will be arranged between the parents, class teacher, Well-Being Manager and Headteacher. At this point various strategies could be suggested such as:

- Set up Home/ School Communication log
- Individual Behaviour Plan drawn up
- Support of external agencies
- Pastoral Support Plan

- Exclusion

Exclusion is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

Code of Practice

We acknowledge that all children in the community have the right to attend a school, irrespective of learning difficulty and we are an inclusive school. However, it is sometimes necessary to work with outside agencies e.g. Education Psychologist, Inclusion Support Service in order to meet individual needs and support staff. Pupils with extreme behavioural difficulties will be Boxhall profiled and a relevant Behaviour Support Plan will be put in place.

Anti-Bullying Policy

Introduction

This policy should be read as part of the School's Behaviour Policy but also stands in its own right.

Bullying is a willful, conscious desire to hurt another child and put him or her under stress. This may be done either physically or emotionally and is often repeated. It can be carried out by an individual or group.

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

- The governing body supports the Head teacher and staff in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governors require the Head teacher to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governing body responds within ten days to any request from a parent/carer to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the SLT

- It is the responsibility of the SLT to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

- The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The SLT ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The SLT draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher, Deputy Headteacher and Well-Being Manager may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.
- The Head teacher, Deputy Head teacher and Well-Being Manager ensure that all staff receives sufficient training and support to be equipped to deal with all incidents of bullying.
- The SLT sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Persistent bullies will not be tolerated at Gwenfro Community Primary School and the Head teacher will use the ultimate sanction of exclusion if it is the only appropriate sanction to pursue.

The role of the teacher

- Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.
- Class Teachers have overall pastoral responsibility for pupil welfare so must be informed of all incidents.
- All staff approached by a child (or children) will:-
- Listen, Investigate, Act and Inform. This procedure is vital to ensure a corporate approach to dealing with problems. Staff will listen to all children and adults as appropriate. At this point the staff will recognise a 'real' bullying situation as opposed to a 'one-off' incident and can respond accordingly.
- Action will include interviewing the bully (bullies) and establishing appropriate sanctions.
- If it is established that there has been an incidence of bullying then it is vital to inform the Well-Being Manager or Head teacher as parents will need to be contacted.
- Every incident will be different and therefore will be dealt with according to the needs of the situation.

- Communication is vital for effective management, therefore, all bullying incidents must be recorded and class teachers, Well-Being Manager and Head teacher must be informed at all stages.
- Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- The staff will endeavour to ensure that the school environment is safe.

The role of pupils

- Every pupil is expected to have and display, respect for his or her peers, all staff and for their school.
- Every pupil will have the opportunity during PHSE and Well-Being sessions, to learn strategies for avoiding conflict.

The role of parents/carers

- Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

Monitoring of this policy is the responsibility of the Well-Being Manager, the Head teacher, the SLT and the Governors.